

Dewey Carter Elementary

4937 South Irby Street
Effingham, South Carolina 29541

Grades	PK-6 Elementary School	
Enrollment	753 Students	
Principal	Amy M. Poston	843-664-8479
Superintendent	Larry L. Jackson	843-669-4141
Board Chair	Porter Stewart	843-669-6395

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	9	74	19	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Below Average	Below Average	No
2006	Below Average	Unsatisfactory	No

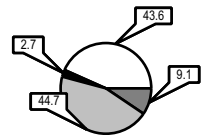
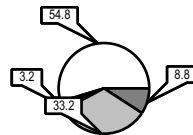
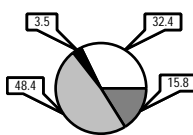
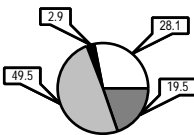
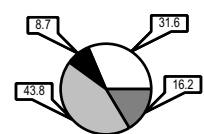
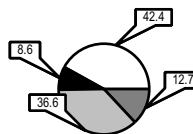
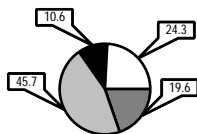
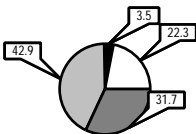
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	410	99.5	28.1	49.5	19.5	2.9	36.9	Yes	Yes
Gender									
Male	213	100.0	32.8	53.6	11.5	2.1	29.2	N/A	N/A
Female	197	99.0	23.1	45.1	28.0	3.8	45.1	N/A	N/A
Racial/Ethnic Group									
White	210	99.0	21.4	46.9	27.6	4.1	47.4	Yes	Yes
African American	190	100.0	34.9	52.1	11.2	1.8	24.9	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	349	99.4	21.3	52.5	22.8	3.4	41.6	N/A	N/A
Disabled	61	100.0	68.5	31.5	0.0	0.0	9.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	99.5	28.1	49.5	19.5	2.9	36.9	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	408	99.5	27.7	49.7	19.6	3.0	37.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	264	99.2	31.1	50.4	16.0	2.5	30.7	Yes	Yes
Full-pay meals	146	100.0	22.8	47.8	25.7	3.7	47.8	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	410	99.8	32.4	48.4	15.8	3.5	32.6	Yes	Yes
Gender									
Male	213	100.0	34.4	44.8	17.7	3.1	32.8	N/A	N/A
Female	197	99.5	30.2	52.2	13.7	3.8	32.4	N/A	N/A
Racial/Ethnic Group									
White	210	99.5	23.0	50.0	22.4	4.6	46.4	Yes	Yes
African American	190	100.0	42.6	47.9	7.1	2.4	16.6	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	349	99.7	26.9	51.3	17.8	4.1	35.9	N/A	N/A
Disabled	61	100.0	64.8	31.5	3.7	0.0	13.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	410	99.8	32.4	48.4	15.8	3.5	32.6	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	408	99.8	32.0	48.7	15.9	3.5	32.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	264	99.6	38.7	48.7	9.7	2.9	24.8	No	Yes
Full-pay meals	146	100.0	21.3	47.8	26.5	4.4	46.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	409	99.8	54.8	33.2	8.8	3.2	12.0
Gender							
Male	213	100.0	54.7	31.8	9.4	4.2	13.5
Female	196	99.5	54.9	34.6	8.2	2.2	10.4
Racial/Ethnic Group							
White	209	99.5	38.3	43.4	13.3	5.1	18.4
African American	190	100.0	74.0	21.3	3.6	1.2	4.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	348	99.7	50.3	35.6	10.3	3.8	14.1
Disabled	61	100.0	81.5	18.5	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	409	99.8	54.8	33.2	8.8	3.2	12.0
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	407	99.8	54.6	33.3	8.9	3.2	12.1
Socio-Economic Status							
Subsidized meals	263	99.6	63.9	28.6	7.1	0.4	7.6
Full-pay meals	146	100.0	39.0	41.2	11.8	8.1	19.9

Social Studies							
All Students	409	99.8	43.6	44.7	9.1	2.7	11.8
Gender							
Male	213	100.0	45.3	43.2	8.3	3.1	11.5
Female	196	99.5	41.8	46.2	9.9	2.2	12.1
Racial/Ethnic Group							
White	209	99.5	38.3	45.4	13.8	2.6	16.3
African American	190	100.0	50.3	43.2	3.6	3.0	6.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	6	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	348	99.7	37.8	48.8	10.3	3.1	13.4
Disabled	61	100.0	77.8	20.4	1.9	0.0	1.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	409	99.8	43.6	44.7	9.1	2.7	11.8
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	407	99.8	43.3	44.9	9.1	2.7	11.8
Socio-Economic Status							
Subsidized meals	263	99.6	50.0	42.9	5.5	1.7	7.1
Full-pay meals	146	100.0	32.4	47.8	15.4	4.4	19.9

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	93	100.0	34.6	28.4	32.1	4.9	37.0
	4	92	100.0	17.9	63.1	19.0	0.0	19.0
	5	114	100.0	33.0	49.1	17.0	0.9	17.9
	6	95	100.0	47.7	36.4	15.9	0.0	15.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	108	99.1	16.8	49.5	28.7	5.0	33.7
	4	86	100.0	36.7	46.8	15.2	1.3	16.5
	5	96	99.0	23.8	58.3	15.5	2.4	17.9
	6	120	100.0	35.5	44.5	17.3	2.7	20.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	93	100.0	30.9	54.3	13.6	1.2	14.8
	4	92	100.0	28.6	48.8	20.2	2.4	22.6
	5	114	100.0	41.5	36.8	17.9	3.8	21.7
	6	95	100.0	37.5	37.5	20.5	4.5	25.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	108	99.1	32.7	53.5	10.9	3.0	13.9
	4	86	100.0	39.2	40.5	15.2	5.1	20.3
	5	96	100.0	27.4	50.0	20.2	2.4	22.6
	6	120	100.0	30.9	48.2	17.3	3.6	20.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	93	100.0	56.8	37.0	6.2	0.0	6.2
	4	92	100.0	46.4	35.7	13.1	4.8	17.9
	5	114	100.0	60.4	31.1	6.6	1.9	8.5
	6	95	100.0	50.0	30.7	10.2	9.1	19.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	108	99.1	46.5	42.6	8.9	2.0	10.9
	4	86	100.0	58.2	34.2	2.5	5.1	7.6
	5	95	100.0	58.3	29.8	8.3	3.6	11.9
	6	120	100.0	57.3	26.4	13.6	2.7	16.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	93	100.0	39.5	51.9	3.7	4.9	8.6
	4	92	100.0	23.8	56.0	19.0	1.2	20.2
	5	114	100.0	57.5	30.2	9.4	2.8	12.3
	6	95	100.0	53.4	29.5	11.4	5.7	17.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	108	99.1	29.7	54.5	12.9	3.0	15.8
	4	86	100.0	53.2	34.2	8.9	3.8	12.7
	5	95	100.0	59.5	31.0	6.0	3.6	9.5
	6	120	100.0	37.3	53.6	8.2	0.9	9.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 753)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.4%	Up from 3.7%	3.7%	2.8%
Attendance rate	95.5%	Up from 95.4%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 5.3%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 5.3%	0.0%	0.0%
Eligible for gifted and talented	3.7%	Down from 4.4%	8.8%	10.4%
On academic plans	47.6%	N/AV	40.0%	33.6%
On academic probation	0.5%	N/AV	3.8%	1.0%
With disabilities other than speech	8.1%	Down from 10.4%	8.4%	7.5%
Older than usual for grade	2.5%	Up from 1.9%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
Teachers (n= 46)				
Teachers with advanced degrees	41.3%	Up from 31.1%	53.3%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	11.9%	N/A	0.0%	2.4%
Teachers with emergency or provisional certificates	0.0%	Down from 2.8%	0.0%	0.0%
Teachers returning from previous year	82.9%	Up from 78.3%	87.2%	87.3%
Teacher attendance rate	94.1%	Down from 94.7%	95.2%	94.9%
Average teacher salary	\$39,503	Up 10.4%	\$42,250	\$42,485
Prof. development days/teacher	10.3 days	Down from 10.5 days	14.0 days	13.3 days
School				
Principal's years at school	1.0	Down from 24.0	4.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 18.3 to 1	18.0 to 1	18.6 to 1
Prime instructional time	86.9%	Down from 87.9%	89.6%	89.7%
Dollars spent per pupil*	\$5,211	Up 3.8%	\$6,346	\$6,557
Percent of expenditures for teacher salaries*	64.2%	Up from 63.0%	63.9%	64.0%
Percent of expenditures for instruction*	67.5%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Up from Below Average	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.2%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	16.2%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Teachers and students at Dewey L. Carter Elementary School are to be commended for their initiative and dedication during the 2005-2006 school year. All of our efforts have been committed to continuous improvement and focused on our school-wide goals. Individual and school goals were directly aligned to those of Florence School District One.

Our students participated in the following curriculum activities: language arts, math, health, art, music, physical education, social studies, science, Thinking Maps, Reading Recovery, Reading Renaissance, a computer lab to improve math and language arts PACT scores through the Orchard Program software, Southern Bell Pioneer Program for kindergarten students, and Golden Kiwanis Terrific Kids Program. An After School Extended Day Program provided many activities (classroom instruction) for the improvement of PACT scores. A summer program was held for students who scored below basic on PACT. Our average attendance for summer school was 80%. Dewey L. Carter also began a Saturday School for enrichment. FOCUS tutors to help reinforce South Carolina State Curriculum Standards taught in the classroom were also implemented. The students also participated in MAPS testing to help teachers assess mastered skills.

Mrs. Jennifer Yates was selected our Teacher of the Year by her colleagues.

Dewey L. Carter Elementary School is regionally accredited by the Southern Association of Colleges and Schools and nationally accredited by the Commission of International and Trans-Regional Accreditation.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	13	101	19
Percent satisfied with learning environment	84.6%	77.2%	78.9%
Percent satisfied with social and physical environment	84.6%	80.8%	83.3%
Percent satisfied with school-home relations	76.9%	83.5%	72.2%

*Only students at the highest elementary school grade level at this school and their parents were included.